

Academic Goals

Goal 1 2018-2019	By 2019, 70% of the Low Income students at Madison will achieve above average on Performance Series reading achievement by 2019
2016-2017 Data	<p>In 2017,</p> <ul style="list-style-type: none"> ● 65% of Low Income students met their reading growth targets in Spring Performance Series ● 58% of Low Income student achieved above average on Spring Performance Series Reading ● 42% of Low Income students met ELA PARCC standards
2017-2018 PARCC/Performance Series Benchmarks of Success	<p>2017-18 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 64% of the Low Income students at Madison will achieve above average on Performance Series reading by 2018 <p>PARCC:</p> <ul style="list-style-type: none"> ● 47% of Low Income students at Madison will meet or exceed standards on the PARCC reading in 2018 ● 52% of Low Income students at Madison will meet or exceed standards on the PARCC reading in 2019
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>TL 9 - All teachers incorporate the use of technology in their classrooms when it enhances and builds 21st Century Learning Skills.</p> <ul style="list-style-type: none"> ● Staff will integrate varied methods of questioning and checking for understanding methodologies that focus specifically on Bloom’s taxonomy to increase student critical thinking. ● Madison will expand the use of common structures for close reading using HST standards in science and social science through direct instruction and recurring feedback. ● Technology will be systematically utilized as a valuable communication tool focused on learning for both intradisciplinary opportunities as well as for connections to home. <p>IID10 - Instructional Teams use data to identify student needs of instructional support or enhancement.</p>

- All PLCs will identify key essential standards by trimester, develop common assessments, and provide support and enrichment (By Student: By Standard)
- Strategic support will be deployed across all grade levels in response to student needs to provide direct instruction, co-teaching or small group support or enrichment.
- Best practices in instructional differentiation and personalization will continue to be applied to the curriculum to ensure each child has access and gains success with the core curriculum.
- Students will receive individualized reading conferences once per week during Read Zone to discuss comprehension, fluency, strategies and rigor.

CL 12 - All School Personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

- Madison staff continue to engage in professional learning on learning and leading students from various cultural and religious backgrounds. This includes book studies, discussions and role playing.
- Families are provided additional support at various key educational events through personal invitations, reminders, child care and food staples as connections to supporting their learner.
- Madison will continue to expand the WEB program to ensure a smooth transition from 5th to 6th grade for students and families and to provide leadership for 8th grade students.

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Goal 2 2018-2019	By 2019, 70% of the Low Income students at Madison will achieve above average on Performance Series math achievement by Spring 2019
2016-2017 Data	<p>In 2017,</p> <ul style="list-style-type: none"> ● 75% of Low Income students met their growth targets in Math Performance Series ● 57% of Low Income students achieved above average on Spring Math Performance Series ● 26.1 % of Low Income students met or exceeded in PARCC Math
2017-2018 PARCC/Performance Series Benchmarks of Success	<p>2017-18 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 63% of the Low Income students at Madison will achieve above average on Performance Series math by 2018 <p>PARCC:</p> <ul style="list-style-type: none"> ● 33% of Low Income students at Madison will meet or exceed standards on the PARCC Math in 2018 ● 40% of Low Income students at Madison will meet or exceed standards on the PARCC Math in 2019
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>TL 9 - All teachers incorporate the use of technology in their classrooms when it enhances and builds 21st Century Learning Skills.</p> <ul style="list-style-type: none"> ● Staff will integrate varied methods of questioning and checking for understanding methodologies that focus specifically on Bloom’s taxonomy to increase student critical thinking. ● Staff will expand the use of technology applications as a means to expose students to inquiry opportunities in uncovering learning standards. ● Technology will be systematically utilized as a valuable communication tool focused on learning for both intradisciplinary opportunities as well as for connections to home. <p>IID10 - Instructional Teams use data to identify student needs of instructional support or enhancement.</p> <ul style="list-style-type: none"> ● All PLCs will identify key essential standards by trimester, develop common assessments, and provide support and enrichment (By Student: By Standard) ● Strategic support will be deployed across all grade levels in response to student needs to provide direct instruction, co-teaching or small group support or enrichment.

- Best practices in instructional differentiation and personalization will continue to be applied to the curriculum to ensure each child has access and gains success with the core curriculum.

CL 12 - All School Personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

- Madison staff continue to engage in professional learning on learning and leading students from various cultural and religious backgrounds. This includes book studies, discussions and role playing.
- Families are provided additional support at various key educational events through personal invitations, reminders, child care and food staples as connections to supporting their learner.
- Madison will continue to expand the WEB program to ensure a smooth transition from 5th to 6th grade for students and families and to provide leadership for 8th grade students.

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Social Emotional Learning Goals

Goal 3 2018-2019	Through the implementation of SEL learning outcomes, students attention and grit will increase to Most Implemented as measured by the 2019 5 Essentials.
2017-2018 Benchmarks of Success	<p>In the 2019 5Essentials the Comparative Performance on Grit will increase to an increased level of “more implemented” by moving from 63 to 78.</p> <p>In the 2019 5Essentials the gender gap of Performance on Grit will decrease. Girls will grow by 12-15 and the boys will growth by 15-20.</p> <p>In the 2019 5Essentials the Comparative Performance on Rigor will increase to “more implemented” with a rating of 62.</p> <p>In the 2019 5Essentials the grade level ratings will increase across all three grade levels, with specific growth in 7th grade from 34% to 60% and in 8th grade 38% to 60%. Sixth grade will continue to grow from 57% into the “more implemented” range.</p> <p>Staff will collaborate within grade level planning to embed and integrate culturally responsive instruction.</p> <p>Students will engage in ongoing academic and social goal setting with action plans twice per trimester resulting in lessons in perseverance, personal reflection and decision making.</p> <p>In the 2019 5Essentials, students will report a higher level of interaction with course material in “English” by earning a “more implemented” across all three grade levels.</p>
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>TL 9 - All teachers incorporate the use of technology in their classrooms when it enhances and builds 21st Century Learning Skills.</p> <ul style="list-style-type: none"> ● Staff will utilize technology to provide reflective opportunities for students to express their thought process and “feelings” of frustration as they problem solve tasks or work within groups. <p>IID10 - Instructional Teams use data to identify student needs of instructional support or enhancement.</p> <ul style="list-style-type: none"> ● Staff will analyze behavioral data to hypothesize learning barriers that stem from frustration in order to develop strategies for students to cope and find success. ● Staff will respond to data collected through surveys and inventories on student thoughts and feelings in relation to learning struggles or relational issues.

CL12 - All School Personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.

- Staff will apply their understanding of the needs of various cultural and religious backgrounds as they problem solve to support students and families in crisis.
- Staff will utilize various restorative justice practices such as talk circles to enhance the learning environment within their classrooms, teams and small groups.
- Staff will provide direct instruction on various SEL learning standards specifically focused on grit and resilience to support students in identifying various approaches to learning.

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Goal 4 2018-2019	Students and parents will feel a more direct sense of belonging at Madison contributing to a shared sense of commitment for student success as measured by 5 Essentials.
2017-2018 Benchmarks of Success	<p>In the 2017-18 school year, student and parent focus groups will be conducted to elicit feedback on school improvement topics such as academic growth, school connectedness and communication.</p> <p>In the 2017-2018 school year, increased methods of communication to families including method, frequency, and content:</p> <ul style="list-style-type: none"> · MJHS communication will include an increased text communication (40-50% of communication will be conducted via text). · MJHS communication will include 100% of families receiving a direct positive contact from at least one Madison staff member within the first month of school. · MJHS communication from Core Teams will include at minimum a monthly “highlights” update, but may also include weekly updates. <p>In the 2019 5Essentials parents will report a more responsive communication effort by Madison staff as seen by a decrease of parents reporting little or no contact from staff if there is a problem with their child.</p> <ul style="list-style-type: none"> ● This will decrease from 31% . ● As of the 2017 5Essentials 88% of parents receiving a personal contact from staff less than two times per semester. This will decrease by 50% in the 2019 5Essentials <p>All PLCs will engage in data review conversations on a regular basis by student by standard. PLC data reviews will occur with an administrator every six weeks to identify need for enrichment and intervention.</p> <p>All PLC and GLL professional discussions will be focused on the needs for support and enrichment opportunities for all students.</p> <p>In the 2019 5 Essentials, 85% of teachers will feel a Collective Responsibility when students fail.</p> <p>In the 2019 5 Essentials Madison staff will report an increase of teacher to teacher trust.</p> <p>In the 2019 5 Essentials, Madison’s Comparative Performance score of Collective Responsibility as reported by teachers will be increased to “most implemented”.</p> <p>In the 2019 5Essentials, there will be a decreased percentage of students who feel that others do not take their opinions seriously.</p>

	<p>By the end of semester 1 of 2017 a system will be in place to track student involvement in clubs/activities/athletics for the purpose of increasing student involvement.</p>
<p>2017-2018 and 2018-2019 Rising Star Indicator Alignment</p>	<p>TL 9 - All teachers incorporate the use of technology in their classrooms when it enhances and builds 21st Century Learning Skills.</p> <ul style="list-style-type: none"> ● Technology will be systematically utilized as a valuable communication tool focused on learning for both intradisciplinary opportunities as well as for connections to home. ● Staff will make personal phone calls, informative videos and regularly sent home digital newsletters to ensure all families remain informed about teaching and learning. <p>CL 12 - All School Personnel will work effectively and equitably with racially, culturally, linguistically, and economically diverse students.</p> <ul style="list-style-type: none"> ● Madison staff continue to engage in professional learning on learning and leading students from various cultural and religious backgrounds. This includes book studies, discussions and role playing. ● Families are provided additional support at various key educational events through personal invitations, reminders, child care and food staples as connections to supporting their learner. ● Madison will continue to expand the WEB program to ensure a smooth transition from 5th to 6th grade for students and families and to provide leadership for 8th grade students. <p>Action Plan</p>